

**U.S. Department of Education**  
**2016 National Blue Ribbon Schools Program**

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[X] Public or [ ] Non-public

For Public Schools only: (Check all that apply) [ ] Title I [ ] Charter [ ] Magnet [ ] Choice

Name of Principal Ms. Nanette Coleman

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Booker T. Washington High School

(As it should appear in the official records)

School Mailing Address 1514 East Zion Street

(If address is P.O. Box, also include street address.)

City Tulsa State OK Zip Code+4 (9 digits total) 74106-4011

County Tulsa

Telephone (918) 925-1000 Fax (918) 746-2196

Web site/URL http://btw.tulsaschools.org/ E-mail colemna@tulaschools.org

Twitter Handle \_\_\_\_\_ Facebook Page \_\_\_\_\_ Google+ \_\_\_\_\_

YouTube/URL \_\_\_\_\_ Blog \_\_\_\_\_ Other Social Media Link \_\_\_\_\_

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

\_\_\_\_\_  
Date \_\_\_\_\_  
(Principal's Signature)

Name of Superintendent\*Dr. Deborah Gist E-mail gistde@tulaschools.org  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Tulsa Public Schools Tel. (918) 746-6800

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

\_\_\_\_\_  
Date \_\_\_\_\_  
(Superintendent's Signature)

Name of School Board  
President/Chairperson Dr. Lana Addison-Turner  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

\_\_\_\_\_  
Date \_\_\_\_\_  
(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

*\*Non-public Schools: If the information requested is not applicable, write N/A in the space.*

## Part I – Eligibility Certification

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The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The public school has met their state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) using the most recent accountability results available for the year prior to nomination.
3. To meet final eligibility, a public school must meet the state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) for the year in which they are nominated (2015-2016) and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2010 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2011, 2012, 2013, 2014, or 2015.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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Data should be provided for the most recent school year (2015-2016) unless otherwise stated.

### DISTRICT

1. Number of schools in the district (per district designation):
- 54 Elementary schools (includes K-8)
  - 13 Middle/Junior high schools
  - 11 High schools
  - 0 K-12 schools
- 78 TOTAL

### SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
  - Suburban with characteristics typical of an urban area
  - Suburban
  - Small city or town in a rural area
  - Rural
3. Number of students as of October 1, 2015 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	150	195	345
10	151	189	340
11	117	159	276
12 or higher	138	203	341
<b>Total Students</b>	556	746	1302

4. Racial/ethnic composition of the school:
- 4 % American Indian or Alaska Native
  - 3 % Asian
  - 36 % Black or African American
  - 14 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 35 % White
  - 8 % Two or more races
  - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2014 – 2015 school year: 1%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2014 until the end of the 2014-2015 school year	0
(2) Number of students who transferred <i>from</i> the school after October 1, 2014 until the end of the 2014-2015 school year	17
(3) Total of all transferred students [sum of rows (1) and (2)]	17
(4) Total number of students in the school as of October 1, 2014	1302
(5) Total transferred students in row (3) divided by total students in row (4)	0.013
(6) Amount in row (5) multiplied by 100	1

6. English Language Learners (ELL) in the school: 1 %  
3 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):  
Spanish

7. Students eligible for free/reduced-priced meals: 40 %  
Total number students who qualify: 518

8. Students receiving special education services: 3 %  
36 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- 1 Autism
- 0 Deafness
- 0 Deaf-Blindness
- 0 Emotional Disturbance
- 0 Hearing Impairment
- 0 Mental Retardation
- 0 Multiple Disabilities
- 2 Orthopedic Impairment
- 14 Other Health Impaired
- 17 Specific Learning Disability
- 0 Speech or Language Impairment
- 0 Traumatic Brain Injury
- 1 Visual Impairment Including Blindness
- 0 Developmentally Delayed

9. Number of years the principal has been in her/his position at this school: 2
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	<b>Number of Staff</b>
Administrators	4
Classroom teachers	67
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	4
Paraprofessionals	4
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	8

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 19:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

<b>Required Information</b>	2014-2015	2013-2014	2012-2013	2011-2012	2010-2011
Daily student attendance	94%	94%	94%	94%	95%
High school graduation rate	99%	99%	98%	98%	100%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2015.

<b>Post-Secondary Status</b>	
Graduating class size	310
Enrolled in a 4-year college or university	64%
Enrolled in a community college	33%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	3%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes  No

If yes, select the year in which your school received the award. 2009

15. In a couple of sentences, provide the school's mission or vision statement.

Booker T. Washington High School provides an academically rigorous education within an environment of multicultural diversity and develops all students' critical thinking skills which are necessary for success in a global society.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

Booker T. Washington High School is a full magnet school within Tulsa Public Schools. All students must apply and meet certain minimum criteria: academic scores at the 35th percentile or above on both the reading and mathematics components of the most recent standardized academic measurements, cumulative grade point average at or above 2.50 on a 4.00 scale for the first semester of the application year and for the school year immediately preceding, superb attendance, no out-of-school suspensions, and a completed teacher recommendation form. Any eligible applicant residing in the historical BTW area shall be offered preferential admission status. Any eligible applicant from Carver Middle School shall be offered preferential admission status. After granting the above preferences in the order listed, approximately 60% of the entering ninth grade class shall be composed of eligible students who reside in Quadrants I and II of the district. The balance (40%) shall be selected from eligible students who reside in Quadrants III and IV or outside of the district.

## PART III – SUMMARY

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Booker T. Washington, established in 1913. Since 1973 it has been Tulsa's comprehensive magnet high school. Booker T. Washington is a world class high school in the heart of America. It is the top high school in the state of Oklahoma to the Washington Post challenge index. Founded in 1813 to serve the citizens of the African-American community, Booker T. underwent voluntary desegregation in 1973. When Booker T. was established as a magnet school, every effort was made to find students who would profit, achieve, and grow within the program. The school today serves students from every racial, ethnic, religious, and socio-economic group in Tulsa. Booker T. continues to thrive based on the ideals of promoting excellence and acceptance of diversity. The experiences of Booker T. students has enhanced our institution to be one of the most successful secondary schools in the United States.

Our rich tradition at Booker T. Washington has created a 'Pride of the Great Southwest'. Our racially-balanced student body boasts championships in basketball, football, and soccer team, a nationally ranked speech and debate team, a nationally ranked academic bowl team and now a nationally ranked science bowl team. Booker T. promotes and encourages our students to be active citizens, we have 19 sport teams and 44 student activities including a successful robotics program, National Honor Society, Men of Power, and student council. Booker T has generation after generations attending this great institution.

The application for Booker T. Washington states that the school is a full MYP/IB program. The MYP program has specific curricular requirements, including community service hours, a personal project, and summer reading assignments. At the time of enrollment, students are told that Booker T. has higher expectations for graduation and that all of its students are expected to take four years of English, math, science and social studies. All 10th grade students are required to take the PSAT exam. Students are encouraged to compete at the state and national levels in both academics and athletics. Our annual homecoming event begins with tailgating by current and former students as well as the community. A high-point of homecoming week is the ceremony honoring Miss Hornet and Mr. Hornet. We also have an annual multicultural assembly which highlights the various backgrounds of our students.

Booker T. Washington High School, accredited by the State of Oklahoma and the North Central Association, strives to provide a quality learning experience daily for each student.

Earning the National Blue Ribbon in 2009, has helped the school draw and attain great students. National Blue Ribbon Award and other accolades have allowed for other community stakeholders to leverage our success. For example, The Tulsa Chamber of Commerce uses the fact that Tulsa has one of the top public High Schools in the nation, to attract businesses into Tulsa. Other stakeholders like The University of Tulsa, uses Booker T. as a way to attract the top professors to their university.

## PART IV – CURRICULUM AND INSTRUCTION

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### 1. Core Curriculum:

With the addition of the extensive writing requirements of the International Baccalaureate Middle Years Program and Diploma Program, our English / Language Arts department not only meets but exceeds the state curriculum requirements in our subject area by incorporating strategies such as using common, leveled rubrics for each grade level and each mode of discourse, Socratic seminar, and collaborative writing via Google Docs. We also collaborate and share department resources using Google Applications. Many of our students leave high school with college credit, so we feel compelled to be certain that students are prepared for the rigor of International Baccalaureate, College Board Advanced Placement, and college concurrent enrollment courses. Anecdotal evidence from former students demonstrates that we fully prepared our graduates for the critical thinking and academic writing demands at even the most challenging of colleges and universities.

The Social Studies department's core curriculum includes the following: Oklahoma History, United States Government, United States History 1878-Present and World History Survey. Students may also choose to take AP United States History or AP World History. These are the Social Studies courses that are required for graduation from an Oklahoma accredited high school. We follow the learning standards that are set by the state of Oklahoma for each course. Each of these courses has different content; however, teachers within the department scaffold historical thinking skills through the content they are responsible for teaching. Several themes of history are covered every year: Identity, People, Culture, Beliefs, Environment, Politics and Power. We also try to develop thinking skills that will enable our students to better understand social studies: chronology and reasoning, comparison and contextualization, and crafting historical arguments. Faculty members encourage retesting on skills for students that are performing below grade level and extend lessons for those performing above grade level.

The Booker T. Washington Math Department offers many courses to meet the diverse needs of our unique student body. Courses offering range from Algebra I to Calculus BC. Many upper level courses are offered in the Advanced Placement and International Baccalaureate Programs which give advanced students multiple opportunities to challenge themselves. They include IB Math Studies SL, IB Calculus SL, IB Calculus HL, AP Calculus AB, AP Calculus BC, and AP Statistics. The most advanced students can also do concurrent enrollment at one of several local universities. Almost every student takes four years of math. Algebra III, a college algebra prep class, is offered for those students who want a fourth year of math but may not be ready for a more advanced class; they focus on mastering of critical math skills. Struggling students can benefit from the before or after school tutoring programs offered by teachers. In addition, weekend tutoring sessions are available during the end of instruction testing period. Completion of the Summer Math Packet is required in all classes to prepare students for the upcoming year and reduce the time needed to review prerequisite material. To ensure all students have mastered the foundation skills needed for success in any math classes, professional learning communities regularly meet to monitor vertical and horizontal alignment of all courses and to make adjustments as necessary.

The science curriculum addresses the Next Generation Science Standards and the Oklahoma Science Standards by offering a sequence of foundation science courses that begin with freshman biology, followed by sophomore chemistry. From the foundation students choose the remainder of their science courses from a variety of courses. Physics is encouraged as it lays the foundation of a basic understanding of the physical world. Teachers use multiple strategies such as project-based learning, inquiry, flipped classroom, and direct instruction to differentiate their instruction. The department works on vertical alignment from 9-12 gradually adding specific lab report formatting at each grade level in an effort to build up expectation. Teachers offer individual assistance inside and outside of class to help students improve. Advanced science student may participate in the science bowl competition. Students of all skill levels are included in a robotics program that allows students to advance their skills in programming, physics, electronics, and design.

## 2. Other Curriculum Areas:

The College and Career Readiness Programs of Study (Technology Department) hone career readiness skills and challenge students to be life-long learners in their given industry. We use public speaking projects to hone life skills and establish intra-personal communication skills. We strive to foster creativity and the use of imagination through individualized projects, teamwork, and creative problem-solving. We establish career pathway strategies through technology to enable the students to tailor learning to their life goals.

In Physical Education, we use the Middle Years Program Design cycle to create individualized workout programs and the Learner Profile Characteristics to facilitate student maturity and athleticism. In our class, we define the importance of developing physical, mental, emotional, spiritual, and social health. We also discuss a variety of issues that are pertinent to the health of teenagers. Finally, we define the systems of the body and how they work together to provide optimal health in an individual, and we also explain the way various life-long sports can contribute to overall health in the process.

The overall mission of the AFJROTC program at BTW is to “Develop citizens of character dedicated to serving their nation and community”. Our unit AFJROTC program holds cadet success as our first priority. Our program is known for its academic rigor which provides an opportunity for cadets from a variety of backgrounds, skill sets, and experiences to learn through our educational curriculum equipping them to achieve, excel, and lead. Our program aspires to serve as a standard to other Booker T. Washington High School departments and programs. The goals or purpose of this congressionally-mandated program design is to instill values of citizenship, service to the United States, personal responsibility, and a sense of accomplishment in high school students. Having an Air Force JROTC unit in our school is proof of the commitment to excellence by the community and district leadership. In 2016, our unit received the highest grade possible, Exceeds Standards, on their Air Force Headquarters inspection, and we are now being considered for Distinguished Unit Award accolades.

The Fine Arts department encourages creativity, collaboration, and communication among students and teachers. Fine Arts also integrate other content areas including math, history, English, and science into learning objectives with the goal of every student succeeding not just through reading or writing. We strive to pursue excellence and grow students’ experiences and interests by taking field trips and competing in festivals and contests. The Art History Elective and Art History AP classes require students to develop college-level skills of discussion, analysis, and interpretation to develop and defend their own opinions about any art work. Beyond introducing students to a broad foundation of cultural treasures, these courses require students to look at relationships between artists, periods, and religions to understand the big questions: What did these things mean to the people who made them? Why are they still important to us today? Written investigations in the elective and essay portions of exams in Advanced Placement build vocabulary while students gather evidence to prove their thesis. These courses also provide an additional context that reinforces student understanding of U.S. and world history. IB Film combines history, theory, and technique. After charting the artistic and technological evolution of cinema around the world, students apply what they've learned to making short films in their own historical moment. Students use writing, research, and discussion to find meaning in film. Then, as writer, director, cinematographer, sound recordist, or editor, they must create meaning. One of the most rewarding things about working with students in film is the moment they realize we are not just here to be entertained. Looking at Art is not passive but an active process of exploration that depends on the student's own feelings and ideas.

Speech and Debate is the definition of essential skills: analysis of data, interpretation of literature and content, presentation of a succinct message, speaking and persuading, writing, argumentation, critical thinking on the spot, and in-depth research. We put these essential skills on display at tournaments locally and nationally, twenty times a year resulting in three OSSAA State Championships in the last five years. There are over 120 students on our team, and most recently, we had both a 9th grader and a 12th grader win a state championship in the largest class, 6A. The skills acquired through speech and debate are applicable through all subjects, all content areas, and are accessible to all demographics.

Booker T. Washington's World Language Program is extensive. Students are required to take two years of the same language, and they have many languages from which to select: Spanish, German, French, Russian, Latin, Chinese, and Japanese. Many students elect to take more than one world language. Studying these languages supports and enhances students' abilities to understand grammar, syntax, and writing structures. Students' research skills improve in other content areas because they are required to use the research process for many assignments, essays, and projects. Because students are required to speak and think in another language, their critical thinking skills are enhanced. We have all levels in each world language: Spanish I to Spanish IBHL, French I to Advanced Placement French Language and IBHL French, Russian I to Russian IBHL, German I to German IBHL, Chinese I to Chinese IBHL, Japanese I to Japanese IBHL, and Latin I to Latin IBHL. Students who have successfully completed our French Program have received up to 16 hours of credit at The University of Oklahoma.

### 3. Instructional Methods and Interventions:

Booker T. Washington, a diverse academic institution, has successfully maintained a standard of excellence. Strong community support, active alumni, and a tradition of excellence in administrative leadership encourage teachers to guide students to success, no matter what ability and experience they bring. Before students enroll, under the direction of the school principal and academic dean, counselors examine each student's academic history. Those students with deficiencies are channeled into the Read 180 Next Generation Writing and Reading Lab class, an academic elective with a reputation for excellent measurable success. This past 2014-2015 school year, BTW Read 180 lead the district in SRI (Scholastic Reading Inventory) and EOI (End of Instruction Exam) advancement.

After orientation and syllabus review, each student is tested given the Scholastic Reading Inventory test followed by an interview and oral reading assessment. After the assessment, if the instructor has discovered there are other deficiencies, alignment with the special services department and further testing is scheduled.

The instructor has identified two significant areas of emphasis in the reading curriculum: improve actual reading skills and practice. Students need to learn and practice significant strategies to build their reading level success rate. In addition, students need to develop and practice test taking skills and strategies which takes place throughout the school year. Essentially, computer-based training, text book guided skill development and stretch reading assignments are core to the curriculum and practiced daily. Students engage in the Read 180 Computer program for 20 minutes each day they attend class. The rest of class time is dedicated to reading skill improvement and test taking success.

Assessment is addressed with Read 180 computer program exercises involving oral reading, vocabulary development, content interpretation/retention and SRI test results. Interview and oral reading assessments are reviewed with each student periodically. Stretch reads are administered with scaffolding techniques. Teacher reads the work aloud, students read aloud to themselves into a computer program followed by a choral, class reading.

Differential instruction is the successful endeavor of reaching all available learners by utilizing various leaning techniques that appeal to the senses. Stretch reads provide an example of differentiated leaning in Read 180. Recently, the class studied the short story "The Pedestrian" by Ray Bradbury. The instructor read the entire short story to the class aloud. The reading was followed with a 6 minute plot animation. The class then read the story aloud one paragraph per student with embedded instruction of setting, character, plot, theme and literary conventions. The class then viewed the teleplay by the same author, wrote a one paragraph plot summary, one paragraph theme statement, and a short summary of the characters and setting. Upon completion, they read their paper aloud, and submitted the final copy for evaluation followed by a rewrite guided by suggested corrections. The paper also included a drawing of the climax.

Test taking skills are developed with targeted strategies. Students assess each question and select the correct answer through a process of elimination (opportunity to demonstrate what students know and what skills can be used to overcome what is unknown.) All EOI tests are considered reading tests in this class. In preparation for the EOI, students dissect two EOI English II/English III tests, three Biology Test Examples and an Algebra I & II and Geometry exam. The class reviews each test in chorus, interacting with the teacher and smart board, charting each test and taking careful notes. Paper test samples are provided for student review. The instructor maintains contact with other teachers and subjects in which the student is enrolled. It is important the student is vigilant about their studies and embraces the rigor of the school curriculum.

The goal of the administration and instructor is to create a positive, nurturing environment in the Reading and Writing Lab. The facility is available before and after school and during lunch. Students not enrolled in the class can visit with the instructor concerning projects and papers they are engaged in or to seek out intervention during a crisis in their studies.

Booker T. Washington has consistently been evaluated as an A+ institution by the State of Oklahoma Department of Education. Under the professional direction of a strong administration, all departments and programs share the responsibility of maintaining the continued success of this institution.

#### 4. Assessment for Instruction and Learning and Sharing Assessment Results:

Assessment for Instruction and Learning Booker T. Washington High School uses a number of instructional methods and interventions. Each school year the state provides us with the results of the state mandated tests. Teachers in each discipline review the results of their test carefully, looking for areas of both strength and weakness. Areas of weakness are addressed in each department as colleagues meet to formulate a plan for improving instruction in weak areas through the use of technology, problem based learning, and direct instruction – depending upon the skill. The goal is to improve for the following year.

Parents, students and the community are informed of students' academic achievement through the district grading system PowerSchool. Students and parents have immediate access to PowerSchool, and can monitor a student's progress. This allows intervention before a problem gets out of hand. Our school also publishes information about the achievement of our students as they win local and national academic awards. These are published in the district newsletter and the local newspaper.

Students come to Booker T. Washington from across the district, as it is not a neighborhood school. Occasionally this results in a student with an achievement gap. We address this gap by providing both reading and mathematics instruction in a smaller class setting. The student can often make great strides with this individual help. Our school is a high performing school. All students are expected to participate in the Middle Years Program and complete a Personal Project at the end of their sophomore year. Many students (approximately 540) enroll in Advance Placement courses as early as their sophomore year; this year, we are administering over 1160 AP exams. Several graduate each year with the International Baccalaureate Diploma; this year, 61 of our students qualified for the International Baccalaureate Diploma and we will be administering over 400 IB exams. Our faculty devotes hours of time outside of school to enable these students to continue to perform at a high level, providing both before and after school instruction.

The focus for all of our courses is skill mastery. The curriculum provides the vehicle to master the standards and skills necessary for advancement. Teachers use a variety of methods, such as a gradual-release model, to ensure that the focus on the skill is maintained. Students are always aware of the standard and expectation for learning for the day and how this reflects the overall achievement goals for the year. Teachers use individual white boards, clickers, exit tickets, and bell ringers as formative assessments with unit tests and projects incorporated for summative assessments. To prepare our students for high-stakes testing, we hold mock tests and review sessions during the weekends.

## **PART V – SCHOOL SUPPORTS**

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### 1. School Climate/Culture:

Booker T. Washington’s culture is built on traditions of academic and extracurricular excellence which helps to develop students through a holistic approach. Programs, such as the International Baccalaureate, help to drive this overarching approach. As the students of BTW engage in their personal development through community service activities, development of their individual strengths in extracurricular areas such as the arts and athletics, they begin to mature as individuals who see how their contributions affect society in exponential ways. Our school includes an advisory hour which has a unique, split level approach; students are grouped with multiple levels. Advisory lessons address everything from long-term goal setting lessons, digital citizenship, individual skill development such as time management skills to interpersonal skills such as active listening skills. Advice from older students on what did and did not help them succeed in their high school endeavors provides a small group forum that allows for in-depth, personal development of younger students.

Booker T. Washington also has developed a Teen Advisory Board that helps identify areas of need directly affecting the student body and develops platforms to address these areas of concern. In addition, we have a strong SAFE team committee made up of students, parents, and faculty stakeholders who meet regularly to address specific mental and emotional needs of the BTW community. This board works diligently to provide access to the student body to a safe haven for addressing the mental and emotional needs of each individual.

Booker T. Washington has been fortunate over the years to put together a quality staff who not only are highly qualified but bring unique viewpoints to each classroom of diverse students. The high qualifications of the faculty is overshadowed by an extreme energy to make the most of each class period afforded them. Their highly motivated and initiative approach to the classroom setting engages students in inquiry led discovery. This type of approach allows students to take ownership in their learning experiences thus developing their depth of understanding. Each teacher in our building has brought with them the skill set of finding like-minded faculty and staff to help support their individual programs, which in turn provides the sense of a family atmosphere since a majority of waking hours are spent together helping to motivate and support each other and our students.

### 2. Engaging Families and Community:

“We Are Booker T.” That simple phrase encompasses Booker T. Washington High School’s commitment to the engagement of families and the community in our work to insure student success and school improvement. “It takes a village to raise a child” is a popular proverb with a clear message. It suggests that the whole community has an essential role to play in the growth and development of its young people. In addition to the vital role that parents and family members play in a child’s education, the broader community too has a responsibility to assure high-quality education for all students.

Since its inception, Booker T. Washington has been a community school. Although it was established to provide education to African Americans in the age of segregation, it now plays a global role in a diverse society. Our community is no longer monolithic but encompasses individuals, families, corporations and other stakeholders that represent a plethora of race, religion, socio-economic backgrounds, and nationalities. As a result, we are global in our mindset of engaging families and the community.

We have a host of parent volunteers that assist with testing and extracurricular activities. Our active Parent, Teacher, Student Association collaborates with student clubs and organizations as well as the faculty to provide services that complete and/or supplement services provided through the school. Partnerships range from fraternities and sororities that provide financial and social support to major corporations that provide academic enrichment activities. Students are required to earn community service hours for each year of their high school experience. Booker T. Washington student organizations also volunteer for the school and community by participating in the Leukemia and Lymphoma Coin Drive, Muscular Sclerosis Walk-A-

Thon, and the Red Cross Blood Drive. Students are also exposed to various perspectives from outside speakers that come to Booker T. Washington to share their experiences. The most noteworthy of these speakers was Supreme Court Justice Sonya Sotomayor.

A partnership with the Booker T. Washington's Hall of fame Foundation recognizes outstanding alumni and community leaders as well as provide scholarships to students. Students have volunteered to "clean up" after storm ravaged north Tulsa, collaborated with Carver Middle School to produce "The Lion King," served as host for community events that not only provide service to our school but the community, and promotion of our historical building which is used by community organizations for meetings and serves as a distribution site for food and clothing.

### 3. Professional Development:

Our faculty, staff, and administration attend and create as many different and varied professional development opportunities to reach all of our students. Our counselors have attended professional development that includes topics such as bullying, child abuse, career guide training, and expectations set forth by the Oklahoma Regents for Higher Education. The professional development concerning bullying and child abuse and how having extra training and knowledge is self-explanatory; however, the career guide training and Regents' recommendations are essential for our counselors since they are the ones working to ensure every student has a post-high school goal in mind. The counselors have to be able to advise students on what classes they need and be able to put those students in contact with post-high school training programs, community colleges, and universities. Helping students keep an end goal in mind is one of the things that keeps some of our students working for their grades and staying in high school to graduate. The faculty is constantly trying to remain current on the internet options our students use. One benefit of this training is that it facilitates writing cohesive research papers in all courses. Teachers attend extra Google docs, Twitter, and flipped classroom training. Those teachers then come back to our school and provide group professional development on those topics and make themselves available to any teacher who needs a little more attention or individual instruction to make those tools work most efficiently in their own classrooms and for their own students. Many of our teachers attend curriculum writing professional development specific to the individual subjects or departments. Those teachers also share that information in departmental meetings. This ensures that lessons plans are aligned with the state, district, and national standards. Every year, teachers also attend International Baccalaureate and Middle Years Program professional development in order to ensure that our school is also aligned with international standards for education. Our MYP Site Coordinator works tirelessly to make sure all teachers are aware of the required skills and incorporating these skills daily into their classrooms. We also have a Yale National Fellow who has been involved with the Yale National Initiative for four years. She has attended the Initiative for three years and written new units during that time. She is also working with the local team to establish a local institute in our district. She has presented units and information not only for our staff but also for the entire district multiple times. Four teachers and two administrators attended the School Reform Initiative Conference, and the teachers now facilitate professional development using the protocols they learned.

Administrative team members also set a good example on how to be life-long learners. They attend some of the same professional development as the counselors and the faculty. One of the administrators is also the IB Coordinator, so she is able to keep faculty and students working together to meet those rigorous requirements. Having an administrative team who is focused and trained specifically in curriculum supervision ensure that teachers are informed and applying the current best practices.

### 4. School Leadership:

The leadership philosophy is that every decision made will be in the best interest of our students. We have three Assistant Principals and one Principal. One Assistant Principal is responsible for Student Services, Athletics, and Operations. Another Assistant Principal is responsible for Advancement Placement, Curriculum, and Professional Development. The third Assistant Principal is responsible for State Testing, Enrollment, and International Baccalaureate. Although each administrator has areas of specialty, all decisions are made through shared dialogue. All administrators have assigned teachers to evaluate and meet regularly to discuss areas for improvement and areas of excellence. Administrators encourage

teachers to observe other classrooms, and recently, four teachers participated in "Student for a Day" in which they followed a student's schedule and participated and followed expectations to better understand the students' viewpoints. Administrators served as substitute teachers which provided a lens to better understand and support teachers.

The Booker T. Foundation, made up of parents, alumni, and community members, helps fund academic activities such as foreign exchanges trips to Germany and Japan, repairing old musical equipment, and funding professional development for teachers. Teachers submit a simple grant application showing how this grant will benefit students. We also have the Board of Control, which is a committee of teachers, parents, and students that ensures Student Activity Fund money will be spent with the best interest of students in mind.

The Counseling Department helps ensure students are progressing toward graduation. We have one counselor dedicated to the Freshman Class, and the other three counselors split the alphabet between sophomores, juniors, and seniors. The Counselors meet almost daily with students who are struggling in classes and who are in jeopardy of not graduating. Counselors have created a graduation plan for each student and shows the student and the students' parents their tracker at the beginning of the year. This allows everyone to be on the same page of how the student is progressing towards graduation. If a student did not pass a class first semester, that student is immediately placed into credit recovery to recover that credit. If a student has a mental disability, there is a counselor that ensures student's I.E.P (Individualized Education Plan) is being followed with fidelity so that a student's academic and emotional accommodations are being met.

## Part VI – INDICATORS OF ACADEMIC SUCCESS

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Booker T. Washington’s “Safe Team” is coordinated by an experienced social worker familiar with intervention agencies. The team, teachers, counselors, and school social worker, meets every Friday to discuss students, who might be “falling through the cracks.” Discussion begins with a teacher listing behaviors that might be cause for concern: personal maintenance, failure to turn in work, a change in mood, failure to stay awake during class, aggression, or mention of stress at home. This allows other teachers to voice if they noticed those behaviors or if they’ve heard other students voicing concern about the student. The school social worker then speaks with the student privately and decides if the student needs to be referred to other services. Youth Services of Tulsa, Community Food Bank, Project Elf (school uniforms), OKDHS, Family and Children Services, Syd Lyfe are a few of the social services. During these meetings, the coordinator can also mention other student crises. Students are also given resources by the Safe Team Coordinator to ensure their safety at home and in their personal lives. We work as a team to help any student who needs assistance. Teachers are made aware of the situation so that there was an understanding of how these issues might affect class work. Our social worker and Safe Team coordinator is also available to students and teachers throughout the day. We had a student with a ill parent and because one of our teachers was aware of the situation, we were able to provide the family with counseling to handle the illness of the parent. We have students who had been sleeping at friends’ homes due to homelessness; because of our network, one teacher provided a new backpack, another teacher found a safe place in the building to store her things, and anonymous donations purchased toiletry items. Funds were also found to purchase a year-book and cap and gown so that she could participate in graduation. For the long term, our Safe Team coordinator has been able to put students in contact with various social service agencies for support. Besides major events, having access to Safe Team allows students to discuss problems such as bullying, disagreements, boyfriend/girlfriend arguments, and other causes of stress. Teachers also have access to Safe Team which allows small issues between students to surface before they turn into larger issues. Students know they can come to school and have support which strengthens our attendance rate.